The Role of Hope and Emotional Maturity Which Influence Forgiveness in College Students Who Have Experienced Breakup

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Abstract

This study aims to examine the effect of emotional maturity empirically and hope on forgiveness in college students who have experienced a breakup. The research method used is the quantitative method with a cross-sectional study design. This study's population was college students who had experienced a breakup in the last five years using a purposive random sampling technique. The measuring instruments in this study used the hope scale, emotional maturity scale, and forgiveness scale. The data analysis used to test the hypothesis is multiple linear regression analysis. Based on the results of multiple regression analysis for the major hypothesis, the F value of hope and emotional maturity on forgiveness is 60.167 with a significance level (p) of 0.000 (p less than 0.01). This means there is a significant influence between hope and emotional maturity on forgiveness. The effective contribution separately on the hope variable on forgiveness is 8 percent, and the contribution of emotional maturity to forgiveness is 35 percent. The total effective contribution is 43 percent, with the remaining 47 percent effective contribution to forgiveness influenced by other variables not discussed in this study. This research is expected to contribute to the scientific field of psychology, especially positive psychology. In addition, it is also expected to be a reference for further research and practically to find out the role of hope and emotional maturity that affects forgiveness in college students.

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh kematangan emosi dan harapan terhadap sikap memaafkan secara empiris pada mahasiswa yang pernah mengalami putus cinta. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain *cross-sectional study*. Populasi penelitian ini adalah mahasiswa yang pernah mengalami putus cinta dalam lima tahun terakhir dengan menggunakan teknik *purposive random sampling*. Alat ukur dalam penelitian ini menggunakan skala harapan, skala kematangan emosi, dan skala memaafkan. Analisis data yang digunakan untuk menguji hipotesis adalah analisis regresi linier berganda. Berdasarkan hasil analisis regresi berganda untuk hipotesis mayor diperoleh nilai F harapan dan kematangan emosi terhadap sikap memaafkan sebesar 60,167 dengan taraf signifikansi (p) sebesar 0,000 (p kurang dari 0,01). Artinya terdapat pengaruh yang signifikan antara harapan dan kematangan emosi terhadap sikap memaafkan. Kontribusi efektif secara terpisah pada variabel harapan terhadap sikap memaafkan sebesar 8 persen, dan kontribusi kematangan emosi terhadap sikap memaafkan sebesar 35 persen. Total kontribusi efektif sebesar 43 persen, dan sisanya sebesar 47 persen kontribusi efektif terhadap sikap memaafkan dipengaruhi oleh variabel lain yang tidak dibahas dalam penelitian ini. Penelitian ini diharapkan dapat memberikan kontribusi pada bidang keilmuan psikologi, khususnya psikologi positif. Selain itu juga diharapkan dapat menjadi refe-

rensi untuk penelitian selanjutnya dan secara praktis untuk mengetahui peran harapan dan kematangan emosi yang mempengaruhi sikap memaafkan pada mahasiswa.

INTRODUCTION

College students are individuals who are studying at an institution or university (Hartaji, 2009). In general, college students can also be categorized as individuals who are in the developmental stages of late adolescence or early adulthood because they are between the ages of 18 and 25 years old, while the time for marriage to occur is in young adulthood, namely at the age of 20 to 40 years old or the age of 18 to 40 years old (Hurlock, 2000). As young adults, college students also experience the phenomenon of romance, which can be the beginning of marriage. However, romantic relationships do not always end in marriage, and it is expected to experience a breakup. The result is feelings that can encourage individuals to avoid contact with their ex and even give rise to a desire for revenge (McCullough et al., 1998). The influence of romance impacts processes that influence changes in an individual's mood and health condition (Miller, 2014).

Several empirical studies show that forgiveness can reduce anger, anxiety, and depression and increase self-esteem and hope for the future (Kim et al., 2022). Forgiveness can change pain into peace (Post & Neimark, 2011). In Islam, forgiveness is a noble act, so Allah SWT. commands in His word, meaning: "the reward of an evil deed is its equivalent. But whoever pardons and seeks reconciliation, then their reward is with Allah. He certainly does not like the wrong-doers" (QS. Ash-Shuraa: 40).

McCullough and Hoyt (2002) note that some people forgive themselves more easily than others. This occurs because of differences in the characteristics of each individual, for example, common sense, emotional maturity and being resistant to negative feelings and being hurt

(Kamat et al., 2006). Research by Martinčeková & Enright (2020) highlighted the potential benefits of self-forgiveness in increasing positive emotions.

McCullough et al. (1998) explains that if individuals have not been able to forgive their ex for things that hurt them, then these individuals will tend to do two things: avoiding contact with the ex and taking revenge or other actions that could be detrimental. The negative impacts that can occur on individuals who are unable to forgive past events are symptoms of depression and worsening health later in life, as well as feelings of hurt, bitterness, resentment and anger, which are often accompanied by rumination and the emergence of motivation to avoid people who commit violations or the desire to take revenge (Chung, 2016; Seawell et al., 2014; Wade & Worthington Jr., 2003; Worthington Jr. & Sandage, 2016).

One of the detrimental things that can happen to someone due to a breakup is the emergence of suicidal thoughts, as happened to a college student in April 2021 in Palangkaraya City (Utami, 2021). Meanwhile, the detrimental action carried out as a result of a breakup is revenge against an ex-lover, as was done by a woman who created a fake job vacancy on a digital platform and even made her ex go through an interview process for one month before then sending a rejection letter (Saraswati, 2022). Another detrimental act was carried out by a man in Brazil who kidnapped his ex-girlfriend and tattooed her face with his name after a breakup (Aviyanto, 2022).

Rumondor (2013) revealed that at least five young adult women came to his clinic within eight months, seeking help to overcome the im-

pact of a recent romantic breakup. Based on this, not all individuals who experience a breakup can overcome their problems well enough. Some need help from other people to put their hearts and lives back in order.

Forgiveness can also be a solution for individuals who have conflicts to improve their influence with other individuals. Forgiveness is a motivation that can encourage individuals to avoid revenge and reduce the urge to hold feelings of hatred towards the party who has hurt them, as well as increase the desire to reconcile influence with the party who has hurt them (Nashori et al., 2011).

There are several aspects of forgiveness, as stated by Bono et al. (2008), namely: (1) avoidance motivation (motivation to avoid) is a decrease in feelings to avoid the perpetrator and eliminate the desire to keep a distance from the person who has hurt him; (2) revenge motivation (motivation for revenge), when the desire to take revenge on an influence or partner decreases, eliminates the feeling of wanting revenge against the person who has hurt; and (3) benevolence motivation (motivation to do good) is a condition of the individual being motivated by good intentions and the desire to make peace with the perpetrator even though the offence committed is dangerous, as well as having the desire to make peace or see the well-being of the person who hurt him.

Interview with three college students studying at a private university aged 18–25 years who have experienced a breakup. Subjects A and B stated that after experiencing a breakup, they often felt uncertain mood changes and avoided meeting ex-lovers. This statement shows that they do not fulfil the first aspect of forgiveness by Bono et al. (2008), which is avoidance motivation (decreased motivation to avoid). Both subjects felt they could not forgive their ex-lovers and still harboured feelings of anger even though the breakup had been over three years. They also felt like revenge. This also shows that they do not fulfill the second aspect of forgive-

ness, which is decreased motivation to take revenge. Meanwhile, Subject C has accepted the breakup they experienced. They may meet their ex-lover and feel that there is no point in taking revenge because everything is in the past, and bad things don't mean they have to be repaid with bad things. Subjects A and B can still not forgive if seen from the three aspects of forgiveness, while Subject C can already forgive.

Subjects A and B explained that they both had difficulty finding reasons why they should continue their lives when they broke up. The life expectancy of Subjects A and B seemed to blur with the end of their love relationship, which disrupted their lives. Someone who loses hope will find it difficult to restore the good influence between people and forgiveness because hope is one factor that influences forgiveness (Cohen-Chen et al., 2015).

Apart from hope, emotional maturity also influences forgiveness. This aligns with research conducted by Widasuari & Laksmiwati (2018), which found a positive influence between emotional maturity and forgiveness. Indeed, college students who are young adults have emotional maturity, which influences their lives, including the process of forgiveness towards ex-lovers. Subject C had a different response from Subjects A and B. Subject C revealed that he could accept the situation, control his emotions, and think objectively, all three of which are aspects of emotional maturity.

As a form of unconditional accountability from the individual, forgiveness can make someone improve their influence, and this will suppress the urge to seek revenge for behaviour that is considered hurtful (Widasuari & Laksmiwati, 2018). It is not easy to forgive a partner who has hurt them (Taufiq et al., 2020). Forgiveness is divided into two: forgiveness as a decision and emotional forgiveness (McCullough, 2000).

True and appropriate forgiveness includes the ability to see the person who hurt them realistically and inclusively by seeing the good and bad of that person (Wade et al., 2005). Forgive-

ness motivates individuals to make peace with others (McCullough et al., 1997). Forgiveness is a series of actions that reduce motivation to seek revenge, distance or avoid individuals who have hurt (McCullough, 2000). Individuals must be able to make peace and forgive people who hurt them to eliminate their negative emotions.

McCullough et al. (2003) believes various factors can influence forgiveness, including personality characteristics. Someone who tends to be anxious, has an angry nature, and a tendency to feel angry is a factor that inhibits the emergence of forgiveness. Instead, an open, assertive and expressive person with good social tendencies is a factor in the emergence of forgiveness. Hope is also one-factor influencing forgiveness (Cohen-Chen et al., 2015).

Hope results from a combination of possibilities and desires, which can then encourage someone to practice forgiveness (Wenzel et al., 2017). Hope is a strength determined by an individual's optimistic orientation toward the future (Peterson & Seligman, 2004). Thus, hope can influence the level of forgiveness of college students who experience a breakup because hope can encourage them to forgive so that college students who experience a breakup can be optimistic about their future.

Empirically, hope can be used as a cognitive construct of motivation, which consists of two forms: agency, namely motivation to pursue goals, and the path to gaining recognition for what is achieved from these goals (Snyder, 2002). Hope can also be interpreted as a capacity to plan future paths to achieve goals despite obstacles, making motivation one of the ways to achieve goals (Carr, 2004).

Snyder (2000) revealed that there are three aspects of hope, namely, goals, willpower, and strategy. These three aspects can shape an individual's mindset to be more flexible and creative, and stimulate individuals to achieve their goals. Individuals with a high level of hope tend to be more flexible in changing goals when facing difficulties, so the advantage that can be achieved is success in facing obstacles.

Hope can be associated with increased coping (Griggs, 2017), and forgiveness is one of the coping strategies to improve physical and mental health (Worthington Jr. & Wade, 1999). Forgiveness can also be conceptually linked to hope and depression. Kaleta and Mróz (2020) found a positive correlation between hope and forgiveness. Trzebiński and Gruszecka (2012) also found that hope has a negative effect on the tendency to seek revenge and a positive effect on making peace with wrongdoers. Individuals can experience less stress and anxiety as well as hope for the future when they have shown forgiveness (Wade & Tittler, 2020).

As previously mentioned, emotional maturity also influences forgiveness. This aligns with research by Widasuari and Laksmiwati (2018), which states that there is a positive influence between emotional maturity and forgiveness. College students, in general, can also be categorized in the developmental stages of late adolescence or early adulthood because they are between 18 and 25 years old. If we look at the stages of development, college students with high emotional maturity will find it easier to forgive and vice versa (Kurlillah, 2020).

Walgito (2010) states that emotional maturity exists when an individual can critically assess a situation before reacting emotionally and does not continue to react without thinking beforehand, like individuals who do not yet have emotional maturity. Adolescents who provide emotional responses stably and do not change from one emotion or mood to another can be said to have reached emotional maturity (Nurihsan & Agustin, 2011).

Emotional maturity is an individual's ability to manage the emotions within them and manage the emotions they have well so that they do not have a bad influence on the individual (Ulfah, 2017). Hurlock (2000) defines emotional maturity as a condition where feelings or a reaction of feelings are stable towards a problem object so

that one can make decisions or actions based on consideration, and it is difficult to change one's mood. Chaplin (2001) defines emotional maturity as maturity in the psychological aspect, which is the full development of intelligence and emotional processes.

The aspects of emotional maturity, according to Walgito (2010), are being able to accept one's situation, not being impulsive, being able to control emotions, being able to think objectively, and having good responsibility. Hurlock (2000) suggests several characteristics of individuals who have emotional maturity, namely emotional control, self-knowledge, and critical thinking. Hurlock (2000) also stated that several factors can influence emotional maturity, namely, emotional tension and family factors such as providing affection, a sense of security, and attention that help individuals deal with their problems.

Several studies state that there is a positive influence between emotional maturity and forgiveness in teenagers and early adults who experience breakup (Aulya, 2021; Kurlillah, 2020). Widasuari and Laksmiwati (2018) explained that the more positive the emotional maturity of late adolescents, the higher their tendency to forgive and vice versa.

After comparing and looking at previous research, research focusing on forgiveness is more associated with improving a person's spiritual, psychological and existential well-being, as well as marital relationships (Kaleta & Mróz, 2020; Singh & Sharma, 2018; Worthington et al., 2007). Research explaining that forgiveness has a positive relationship with hope and emotional maturity has already been carried out, but separately (Kaleta & Mróz, 2020; Widasuari & Laksmiwati, 2018)

This research, which aims to empirically test the influence of hope and emotional maturity on forgiveness in college students who have experienced a breakup, has never been conducted before. The originality of this research raises the assumption that this research can contribute to scientific development, especially in psychology. The major hypothesis in this research is that there is an influence of emotional maturity and hope for forgiveness in college students who have experienced a breakup, while the first minor hypothesis is that there is a positive role between hope on forgiveness in college students who have experienced a breakup and the second is that there is a positive role of emotional maturity on forgiveness in college students who have experienced a breakup.

METHODS

The main approach used in this research is a non-experimental quantitative approach. This design was chosen because it does not involve any manipulation or treatment of the appearance of variables. The type of research used is a cross-sectional study, which measures or observes data on independent variables and dependent variables simultaneously or at one time (Sugiyono, 2018).

Population and Sample

As a population, groups of subjects must have the same traits or characteristics to differentiate them from other subjects (Azwar, 2018). The criteria for subjects in this research were college students in the first semester of the Psychology Study Program at Ahmad Dahlan University who had experienced a breakup in the last five years. First-semester college students were chosen as research subjects because they are generally in their late teens to early adulthood, so their emotional maturity is not yet stable.

The research subjects taken in this research were based on a purposive random sampling technique. Purposive random sampling is a technique for a specific goal or consideration (Hanief & Himawanto, 2017). The random sampling technique collects samples from members of a population, which is carried out randomly without paying attention to the strata within that population (Sugiyono, 2018).

Research Ethics

Research ethics is a guideline for a researcher to conduct research. Research ethics can also be interpreted as an effort to find answers to questions

asked (Priyono, 2008). Research ethics is essential when conducting research, considering that this research can directly impact humans. The ethical side of research must be considered because humans have human rights when participating in research. This research emphasizes the ethics of research licensing and also regarding requests for informed consent.

Before carrying out research, a researcher must first ask for permission and approval. Researchers must go through several steps, including obtaining permission to conduct research from the campus academic department, visiting the place that will be used as a research location to ask for permission to conduct research, visiting prospective participants and asking for their approval and availability to become participants. If the participant refuses, the researcher can look for other participants to meet the number of participants needed for this research.

The researcher provided an informed consent form to each participant before the participant filled in the biodata and worked on the scale provided. The purpose of providing informed consent is so that participants understand the purpose and objectives of the research and know the impact if the participant is willing to be involved in the research.

Data Collection Method

The data in this research was collected by distributing psychological scales compiled by the researcher. Three scales are used in this research: the hope scale, the emotional maturity scale, and the forgiveness scale.

The hope scale refers to aspects of hope according to Snyder (2000): goals, willpower, and strategy. The emotional maturity scale is prepared by referring to aspects of emotional maturity according to Walgito (2010): being able to accept one's situation, not being impulsive, being able to control emotions, being able to think objectively, and having good responsibility. The forgiveness scale is structured based on aspects of forgiveness according to Bono et al. (2008):

avoidance motivation, revenge motivation, and benevolence motivation.

The first step in estimating validity in this research is constructing the aspects to be measured based on specific theories and then consulting with competent people or through expert judgment. After estimating the validity by expert judgment, a content validity analysis was carried out using the Aiken V coefficient, which was used to estimate the validity of the observation sheet instrument. In this research, Aiken V was assessed by seven experts by giving a score of 1 (not very relevant) to 5 (very relevant) so that you can see in the table the number of rating categories obtained for one item, 0.92–1.

After that, a preliminary study was carried out to see the respondents' perceptions and views regarding the items in the scale and whether the respondents understood the meaning of each item with the help of several respondents who met the criteria in this research. After deleting items at the item analysis stage, items that meet the psychometric requirements can be used immediately.

The next step is estimating the reliability of the measuring instrument obtained from the trial. The trial was given to 30 class A students in the first semester of the Faculty of Psychology, Ahmad Dahlan University. The scale reliability estimation in this research uses Cronbach's alpha coefficient reliability technique with a coefficient limit of ≥ 0.75. If the reliability coefficient approaches 1.00, the more reliable it is. Data analysis was carried out using the SPSS 25 for Mac program.

Before collecting data, the researcher validated the measuring instrument by assessing it with expert judgment, and scale trials were carried out to obtain good validity and reliability results. Three expert judgments are involved in the validation and reliability process of this research measuring instrument.

The hope scale obtained eight invalid and 28 valid items with a value of 0.92 to 1 for the valid number. The emotional maturity scale has 24

valid items and five invalid with a value of 0.92 to 1 for the valid number. The forgiveness scale has 35 valid items and one invalid item, with a value of 0.92 to 1 for the valid number.

Data Analysis

The data analysis method that will be used to test this research hypothesis is multiple linear regression analysis. This hypothesis test was carried out after all the assumption tests in the research had been fulfilled. Some of the assumption tests carried out are normality, linearity, and multicollinearity tests. All data processing computations use SPSS 25 for Windows.

RESULTS

This research was conducted on the first-semester psychology students of Ahmad Dahlan University. Before carrying out the trial, researchers carried out a randomization technique using an online spinner. The spinner results showed that class A carried out the trials, while classes B, C, D, E and F were used as research subjects with subjects who met the criteria.

After the assessment is carried out by expert judgment, it is followed by a trial analysis of the measuring instrument, which is carried out in two stages. The first stage is the item selection process based on corrected item correlation. The second stage is the item selection process, which is carried out based on elimination. Analysis of trials on the hope scale obtained a Cronbach's alpha value of 0.939 with a corrected item correlation value that ranged from 0.357 to 0.874. The results of the trial data analysis on the hope scale resulted in 23 items that could be used further, and five items dropped from the previous 28 items.

The emotional maturity scale received a Cronbach's alpha value of 0.904 with a correct-ed item correlation value ranging from 0.304 to 0.796. The analysis of the trial data on the emotional maturity scale resulted in 19 items that could be used further, and five items dropped from the previous 24 items. The forgiveness scale received a Cronbach's alpha value of 0.949, a corrected item correlation value that ranged from 0.330 to 0.902. The trial data analysis resulted in 22 items that could be used further, and 13 items dropped from the previous 35 items.

One hundred sixty respondents had filled out the scale and met the criteria. After that, data processing was carried out using the SPSS 25 application to carry out classic assumption tests and multiple linear regression analysis.

The first thing to do is descriptive analysis using empirical data, which aims to provide a general description of the data obtained by researchers in the field. This analysis can display an overview of each variable's minimum, maximum, mean score and standard deviation: hope, emotional maturity and forgiveness. Researchers will later use this data to create categorizations for each variable.

Table 1.
Descriptive of Empirical Data

Variabel	Empirical Score			
	Min.	Max.	Mean	SD
Hope	46	92	74.6	9.640
Emotional Maturity	31	76	61.27	8.70
Forgiveness	42	88	70.11	9.606

This categorization was carried out to determine the high and low scores obtained by the subjects on each variable. The score will be classified using three categories: high, moderate, and low.

Table 2.
Categorization Formula

Norm	Categorization
X < M – 1 SD	Low
M – 1 SD < X ≤ M + 1 SD	Moderate
M + 1 SD ≤ X	High
Note:	
X : Raw score	
M : Mean	
SD : Standard deviation	

Table 3.
Subject Categorization of Hope Variable

Intervals	Categorization	Subject	
		Frequency	%
X < 54.96	Low	27	16.9
54.96 ≤ X < 84.14	Moderate	103	64.4
84.14 ≤ X	High	30	18.8
Total		160	100

The results show that there are 27 respondents in the low hope category, with a percentage of 16.9%. One hundred three respondents were in the moderate category with a percentage value of 64.4%. There were 30 respondents in the high emotional maturity category, with a percentage value of 18.8%. So, the average first-semester psychology student of Ahmad Dahlan University in the first semester has a level of hope in the moderate category.

Table 4.
Subject Categorization of Emotional Maturity Variable

Intervals	Categorization	Subject	
		Frequency	%
X < 52.57	Low	23	14.4
52.57 ≤ X < 69.97	Moderate	114	71.3
69.97 ≤ X	High	23	14.4
Total		160	100

There are 23 respondents in the low emotional maturity category, with a percentage of 14.4%. One hundred fourteen respondents in the moder-ate category with a percentage value of 71.3%. Respondents with a high emotional ma-turity category were 23 responses with a per-centage value of 14.4%. So, it can be concluded that the average first-semester psychology stu-dent of Ahmad Dahlan University has a level of emotional maturity in the moderate category.

Table 5.
Subject Categorization on Forgiveness Variable

Intervals	Categorization	Subject	
		Frequency	%
X < 60.50	Low	28	17.5
60.50 ≤ X < 79.71	Moderate	104	65
79.71 ≤ X	High	28	17.5
Total		160	100

There are 28 respondents in the low forgiveness category, with a percentage value of 17.5%. Respondents in the moderate forgiveness category were 104, with a percentage value of 65%. Finally, there were 28 respondents with a high forgiveness category with a percentage of 17.5%. So, it can be concluded that the average first-semester psychology student of Ahmad Dahlan University has a level of forgiveness in the moderate category.

Assumption Test

Assumption tests are carried out as a condition that must be met when conducting parametric data analysis. Multiple linear parametric data analysis has several assumption tests that must be met, including normality, linearity, and multicollinearity tests. The following are the results of each assumption.

A normality test is carried out to determine whether the research sample is normally distributed (representative). This research uses the Kolmogorov-Smirnov test (KS-Z) residual technique in normality testing with data criteria said to be normally distributed if (p) > 0.05. After conducting the normality test, the significance level (p) is 0.20 (p > 0.05). It can be concluded that there is no difference, and the sample can represent the characteristics of the population.

The linearity test has the criteria p (F linearity) < 0.05 and p (deviation from linearity) > 0.05. The results of the linearity test between hope and forgiveness were 47.760 with a significance level (p) of 0.000 (p < 0.05) and F deviation from linearity of 1.471 with a significance level (p) of 0.456 (p > 0.05).

Emotional maturity with forgiveness F linearity of 114.848 with a significance level (p) of 0.000 (p < 0.05) and F deviation from linearity of 1.142 with a significance level (p) of 0.295 (p > 0.05). It can be concluded that a linear or linear line can connect the two variables to be correlated.

The results of the multicollinearity test on the variables of hope and emotional maturity obtained tolerance values of 0.679 (> 0.1) and 0.679 (> 0.1), respectively, with VIF values of 1.472 (< 10) and 1.472 (< 10). It can be concluded that there is no intercorrelation or collinearity between the variables of hope and emotional maturity.

Hypothesis Testing

The hypothesis test used by researchers is a multiple linear regression analysis to determine the influence of hope and emotional maturity on forgiveness.

Table 6.
Major Hypothesis Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6366.108	2	3183.054	60.167	.000
Residual	8305.867	157	52.904		
Total	14671.975	159			

Based on the results of the multiple regression analysis for the major hypothesis, the F value for hope and emotional maturity towards forgiveness was 60.167, with a significance level (p) of 0.000 (p < 0.01). This means there is a significant influence between hope and emotional maturity on forgiveness. Referring to these results, it can be concluded that the first hypothesis proposed by the researcher was accepted.

Table 7.
Minor Hypothesis Test

Model	T	Sig.	Collinearity Statistics	
			Tolerance	VIF
(Constant)	4.219	.000		
Hope	2.361	.019	.679	1.472
Emotional maturity	7.493	.000	.679	1.472

The results of the first minor hypothesis test, namely the variable hope for forgiveness, obtained a value (t) of 2.361 with a significance level (p) of 0.019 (p < 0.05). These results indicate that the hope variable has a significantly positive influence on forgiveness. Referring to these results, it can be concluded that the hypothesis proposed by the researcher is accepted. There is a positive and significant role between hope and forgiveness in students. The higher the hope, the higher the level of forgiveness in students. Vice versa, the lower the level of hope, the lower the level of forgiveness in students.

The results of the second minor hypothesis test, namely the variable emotional maturity towards forgiveness, obtained a value (t) of 7.493 with a significance level (p) of 0.000 (p < 0.01). These results show that the emotional maturity variable has a positive and very significant role in forgiveness. Thus, the hypothesis proposed by the researcher is accepted. A significant positive role exists between emotional maturity and resilience in students. The higher the student's emotional maturity, the higher the forgiveness. Vice versa, the lower the hope, the lower the forgiveness.

Table 8.
Determinant Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			Zero-order
(Constant)	20.477	4.853		4.219	.000	
Hope	.171	.073	.172	2.361	.019	.481
Emotional maturity	.603	.080	.546	7.493	.000	.643

In this research, it is known that hope and emotional maturity together provide an effective contribution of 43% (R-Square 0.43 x 100%) to forgiveness. The separate effective contribution to the variable hope for forgiveness is 8%, and the contribution of emotional maturity to forgiveness is 35%. The total effective contribution is 43%, with the remaining 47% effective contribution to forgiveness influenced by other variables not discussed in this research. Based on the above data, emotional maturity contributes more dominantly to forgiveness. The hope variable has a lower contribution to forgiveness.

DISCUSSION
Research conducted on psychology students at Ahmad Dahlan University in the first semester shows a significant influence between hope and emotional maturity on forgiveness. There is a significant influence between hope and emo-

tional maturity on forgiveness in students who have experienced a breakup.

As previously mentioned, it is not easy to forgive a partner who has hurt them (Taufiq et al., 2020). Optimism or hope has an important role when students experience a breakup. Hope is a strength determined by an individual's optimistic orientation toward the future (Peterson & Seligman, 2004). Students who have hope for the future and have high emotional maturity will find it easier to forgive. This is supported by the results of other research, which states that hope and emotional maturity are two of the factors that influence forgiveness (Cohen-Chen et al., 2015; Widasuari & Laksmiwati, 2018).

Students with high hopes and emotional maturity will find it easier to forgive their ex-lover. However, other factors can influence forgiveness. If we look closely at the undergraduate level, students are usually aged 18-25 years, although it is possible to be older than that age. Generally, it can also be categorized into late adolescence or early adulthood developmental stages because it is between 18 and 25 years old (Hartaji, 2009). For this reason, emotional maturity in students is very important.

The results of multiple linear regression analysis show that each independent variable has a significant role, so the researcher's hypothesis can be accepted. In line with research conducted by Kaleta & Mróz (2020) that conceptual forgiveness can be linked to hope, several studies have also found a positive correlation between hope and forgiveness. This is confirmed in a study that by practicing forgiveness, individuals can feel depressed and anxious and have hope for the future (Wade & Tittler, 2020). The results of the research above show that emotional maturity has a positive relationship with forgiveness. This is reinforced by several studies that state that the more positive emotional maturity in late adolescence, the higher the tendency for forgiveness and vice versa (Kurlillah, 2020; Widasuari & Laksmiwati, 2018).

The general description of psychology students at Ahmad Dahlan University in the first semester has moderate hope, emotional maturity and forgiveness when seen from empirical data. Hope and emotional maturity are factors that influence the level of forgiveness. Hope is considered one of the ideas adopted from forgiveness because hope positively influences forgiveness (Wenzel et al., 2017). Hope is a strength determined by an individual's optimistic orientation toward the future (Peterson & Seligman, 2004). Students who experience a breakup but have good emotional maturity will be more able to forgive because emotional maturity influences forgiveness in teenagers who experience a breakup (Kurlillah, 2020).

This research found that emotional maturity contributes more dominantly to forgiveness. The hope variable has a lower contribution to forgiveness. A study shows that hope is related to subjective well-being, while emotional forgiveness is negatively related to the experience of negative emotions (Tilkeridou et al., 2021). This could be why the effective contribution to the hope variable is lower when compared to emotional maturity. Students who experience negative experiences in their romantic relationships may have difficulty forgiving. Hope is also said to be related to subjective well-being. Therefore, if students have low welfare, it can affect their level of hope in life.

Several studies have found a positive relationship between emotional maturity and satisfaction in romantic relationships (Nindyasari & Herawati, 2018; Rani et al., 2017). The capacity to face and react to situations appropriately and in an emotionally stable manner is a core quality of an emotionally mature person (Kapri & Rani, 2014). Emotional maturity is positively related to self-esteem, mental well-being, stress management, and satisfaction with a romantic relationship (Rajeshwari & Raj, 2015; Rani et al., 2017). The research above shows why emotional maturity has a more significant role in forgiveness when compared to hope. Someone with

good emotional maturity will better manage stress and gain more psychological well-being. Asian researchers have also linked the concept of emotional maturity to positive outcomes such as the quality of relationships and academic achievement (Batool & Khalid, 2012; Rafaqi & Musheer, 2019).

The research that has been carried out has limitations and obstacles, namely the difficulty of getting students to fill out the scale because the form is filled in online. The second drawback is that researchers carried out a randomization technique via an online spinner before carrying out the trial. The spinner results are the class groups that will be used as research subjects, and the last class will be the test subjects, so further research can be more careful in randomization. Even though research subject criteria have been created, researchers cannot control students filling in the scale according to their circumstances. Apart from that, many students have never experienced a breakup, so those who fill out the scale are limited.

CONCLUSION

Based on the research results and data analysis presented, emotional maturity and hope influence forgiveness in college students who have experienced a breakup. It can also be seen that emotional maturity contributes more dominantly to forgiveness, while hope has a lower contribution to forgiveness. It is hoped that this research can contribute to the scientific field of psychology, especially positive psychology. Apart from that, it is also hoped that it can become a reference for further research and practically to find out the role of hope and emotional maturity, which influence forgiveness in students who have experienced a breakup.

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